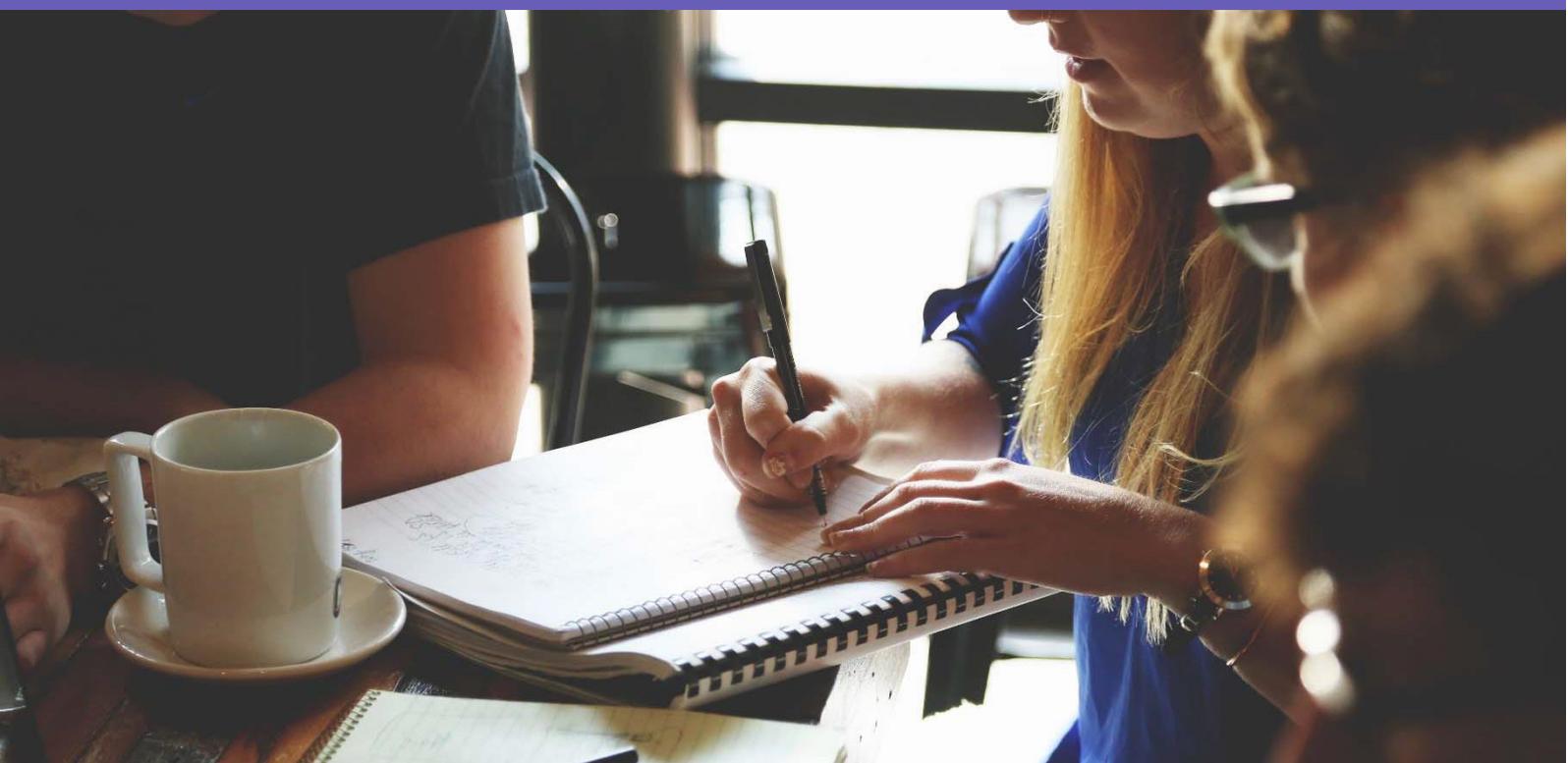


Rapid Review III – Report on a review of the Scottish Colleges’ ESHE Toolkit Pilot



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Executive Summary

This report provides an analysis of interview, case study and documentary data from four Scottish colleges who agreed to pilot the Equally Safe in Higher Education (ESHE) Toolkit during the period 2018-2019. The ESHE Toolkit provides guidance and resources for implementing a gender-based violence (GBV) prevention strategy in Scottish universities. The aim of the pilot was to explore and review its value for colleges. The review findings provide an indication of colleges' experiences and priorities during the very early stages of mainstreaming a new and significant area of strategic focus.

Firm Foundations

Scotland's colleges play a key role in the socio-economic life of their local communities providing vocational training and education to school leavers, mature students and local businesses and as employers; they are key partners in local community planning and other strategic and service partnership arrangements.

Colleges have statutory safeguarding responsibilities, systems and processes. As public bodies, colleges are required to fulfil the PSED and to contribute to the Scottish Funding Council's Gender Action Plan. Colleges have established, well-publicised, easily accessible student wellbeing and support hubs and services.

Colleges were engaged in a range of GBV Prevention activities prior to 2018 with local stakeholders, partners, VAW Partnerships and services. All four colleges were already dealing with GBV affecting their students and staff and had observed an increase in disclosures and reports since 2016. This context created a firm foundation for undertaking GBV prevention activities during the period 2018-2019.

Using the ESHE Toolkit Checklist and Guidance

Strategy, policy and response

The Toolkit Checklist provided an opportunity for colleges to review their overall approach to GBV prevention. Colleges recognised the need to shift their emphasis from safeguarding referral processes for protecting vulnerable groups towards taking a broader strategic approach to bring about system change across the whole campus. This was compatible with the aims of their Gender Action Plans.

All four colleges adopted the recommendation to establish Equally Safe steering groups to lead their internal strategic approach to GBV and have involved or plan to involve external partners including for example the local VAW sector, NHS and Police Scotland.

A whole college approach to prevention was adopted by all four colleges which involved: comprehensive policy reviews and GBV-inclusive policy development; responses to staff and students who may be affected by or responsible for GBV; incorporating GBV into existing safeguarding processes and developing those further; expanding these to include the whole campus community and by implementing a cross-campus communication plan.

GBV Support and Intervention

College safeguarding processes provided a ready-made response pathway which is being adapted for responding to GBV-related concerns. The Toolkit's GBV First Responder and Champion response and training model and resources were being used in training staff involved in colleges' existing Safeguarding networks. The aim was to provide a visible focus for reporting and for responses to a whole range of issues, including GBV, which could be developed from existing staff networks and resources. The response would be expanded to include responses to students and staff affected by GBV.

Staff GBV Training

The Toolkit's 3-Stage GBV Training Programme was being piloted with the support of the Rape Crisis Scotland (RCS) ESCU (Equally Safe in Colleges and Universities) Project working, in some cases, alongside local VAW agencies. Colleges' pre-existing partnership collaborations with local VAW services such as with local Women's Aid and Rape Crisis Centres were proving invaluable in this context.

The RCS ESCU Project provided much needed additional training capacity. It was anticipated that the extended safeguarding response model being implemented by the colleges would create a significant additional demand for multi-level GBV staff training in the medium and longer term. This additional demand for staff GBV training was regarded as a challenge. The long-term sustainability of implementing such a comprehensive staff training programme using limited internal staff, time and financial resources was of concern.

Partnership working

Existing partnerships and collaborations with colleges' local VAW sectors were recognised as valuable, and provided a clear opportunity for further development and expansion. However, local VAW agencies would require additional resources and investment to enable them to meet any future increase in demand from colleges. A number of examples of pre-existing good practice in partnership working were found at Ayrshire College and Glasgow Kelvin College including their links with local VAW Partnerships, Police Scotland, local Health and Social Care Partnerships.

Colleges recognised the importance of implementing the trauma-informed training framework, as recommended in the Toolkit, for staff in their student support hubs and services. Two were working in partnership with their local VAW organisations and with the RCS ESCU project in organising trauma-informed training for key workers in front-line student and staff services.

GBV prevention education

The socio-demographic profile of college students, colleges' community settings, the nature of the curriculum, the more frequent contact between staff and student groups make colleges unique settings for undertaking GBV prevention education. A great deal of GBV prevention education preceded the publication of the Toolkit and provided firm foundations for its continued development. Each college is developing its own prevention campaigns, informed by the needs of their students and staff, and by pre-existing community prevention approaches and collaborations. The importance of collaborative work with local schools on ensuring consistency of GBV prevention messages was emphasised. The important role of VAW Partnerships, local VAW services and White Ribbon Scotland in these GBV prevention campaigns was acknowledged.

The pilot colleges continue to build on their links to local Community Planning, Health and Social Care and VAW Partnerships, to local police, criminal justice and public services, and to the national RCS ESCU and White Ribbon Scotland Projects. Established local collaborations were showing signs of further development during 2019-2020.

Collaborative regional approaches

The evolution of collaborative regional approaches is proving significant. They are stimulating new cross-sectoral collaborations and knowledge exchange between the college and university sectors, local and national external stakeholders, the sharing and dissemination of good practice, and creating a new vehicle for developing and sharing much needed resources. Glasgow Kelvin College, Ayrshire College and Scotland's Rural College are members of *Fearless Edinburgh* and *Fearless Glasgow*. UHI, a unique partnership of a number of colleges, learning centres and research sites across the Highlands and Islands is uniquely placed to lead a consistent approach to GBV prevention across the largest geographical learning region in Scotland.

Conclusion

As sizeable communities in themselves, Scotland's colleges and universities are now in a unique position to offer community based and collective national leadership in GBV prevention, in disrupting the conducive contexts and cultures within which gender inequality and all forms of GBV occur. This can make a significant contribution to future iterations of the Equally Safe Delivery Plan and to achieving the ambitious long-term aims of Equally Safe itself.

Mainstreaming GBV Prevention is a substantial project for Scotland's colleges which requires a range of activity across a number of workstreams: policy, response pathways, staff training, support and prevention education. This review found that colleges were making progress in addressing GBV affecting students prior to 2018. However this review also found that the Toolkit provided useful guidance in informing, expanding and accelerating the planning process in the first year of the SFC's OA requirements in relation to cross-campus GBV prevention. There is every indication that progress will continue as GBV prevention work becomes more embedded in the mainstream of college planning in subsequent years.

The Review provides recommendations to support this work in the future.

PART I

1. Introduction

In 2016, the Scottish Government published its *Equally Safe Strategy*.¹ Co-authored by the Convention of Scottish Local Authorities (COSLA), it sets out their commitment to preventing and eradicating all forms of violence against women and girls. The November 2017 Equally Safe Delivery Plan had a specific action on further and higher education.² The Equally Safe in Further and Higher Education (ESHE) Toolkit, developed at the University of Strathclyde, was published in April 2018. Funded by the Scottish Government, the Toolkit provides Scottish universities with guidance and a range of free resources to support gender-based violence (GBV) prevention on their campuses. An annual Letter of Guidance to the Scottish Funding Council (SFC) which, on behalf of the Scottish Government, allocates funding to universities and colleges for learning, made clear expectations of the sector. This includes that ‘adopting and adapting the Toolkit will become a key part of colleges’ and universities’ Outcome Agreements with the SFC.’³ National activity working to preventing gender-based violence on Scotland’s campuses is led by the Equally Safe in Colleges and Universities Ministerial Working Group. Membership includes representatives from Universities Scotland, Colleges Scotland, College Development Network, NUS Scotland, Scottish Funding Council, Police Scotland, the Equally Safe in Colleges and Universities Team at the University of Strathclyde, Rape Crisis Scotland, Crown Office, Scottish Women’s Aid, Advance HE and #Emily Test.

In 2018, the Scottish Government agreed to fund the ESCU Team at the University of Strathclyde to support national implementation of the Toolkit, including to explore how the Toolkit might be adapted for use by the college sector. The Ministerial Working Group invited two Scottish colleges to implement the Toolkit as a pilot exercise during the period 2018-2019 and to review the learning from this. This report provides a summary of the experiences and learning from the pilot in both colleges and from two additional institutions who kindly provided case studies about their experiences. The report concludes with recommendations.

2. Methodology

This report provides, firstly, a contextual summary of the current Scottish college and further education sector based on findings of a desk-top and online review of relevant grey literature. Secondly, the report provides an analysis of interview and documentary data provided by college staff about the implementation of the Toolkit at Ayrshire College and Glasgow Kelvin College during the period 2018-2019. Thirdly, the report provides two Case Studies provided by Scottish Rural College and University of the Highlands and Islands who were implementing the toolkit during the same period. The primary data was analysed thematically and reflecting the structure of the Toolkit Guidance: GBV Policy and Response; GBV Staff Training; GBV Support and Intervention; GBV Prevention Education. GBV Research and Data Collection is discussed separately in Rapid Review IV (ESCU 2020). The report concludes with a discussion, final remarks on the findings followed by the author’s recommendations for next steps.

¹ <https://www2.gov.scot/Resource/0049/00498256.pdf>

² <https://www.gov.scot/binaries/content/documents/govscot/publications/publication/2017/11/equally-safe-delivery-plan-scotlands-strategy-prevent-violence-against-women/documents/00528064-pdf/00528064-pdf/govscot%3Adocument>

³ http://www.sfc.ac.uk/web/FILES/AboutUs/SFC_letter_of_guidance_2018-19.pdf

3. Scotland's Colleges in Context

Scotland's colleges provide a 'significant proportion' of education and training in Scotland. There are 26 colleges in Scotland offering a wide range of courses across 13 regions.⁴ Scotland's colleges are registered charities and governance is carried out by Boards of Management established under the provisions of the Further and Higher Education (Scotland) Act 1992 (Schedule 2); The Further and Higher Education (Scotland) Act 2005 (Schedule 2B); The Post-16 Education (Scotland) Act 2013 (Schedule 2). Operational responsibilities are delegated to College Principals. During the academic session 2018- 2019, 248,488 students were enrolled in Scotland's colleges, (52% female and 49% male) the majority of whom, 71%, studied part-time or as part of an apprenticeship or in-work training programme. College is the most common destination for those from the lowest socio-economic backgrounds; 38% of school leavers moved into further education and 26% of all Scottish-based first-degree entrants to university went via college. While most students come from the surrounding area, many colleges also offer specialist courses which attract students from further afield. Scotland's colleges employ just under 11,000 lecturing and support staff. In the last ten years, £900m has been invested in the college estate including building fifteen new campuses following a process of further education reform which included regionalisation⁵ and college mergers.⁶

4. Strategic, legal and policy framework

The reform of Scotland's public services following the recommendations of the Christie Commission in 2011 emphasised the need for all local public services, including Scotland's colleges 'to play a full and active role in community planning'.⁷ In 2012 the Scottish Government published *Single Outcome Agreements: Guidance to Community Planning Partnerships*. Local Community Planning Partnership (CPP) Boards comprise statutory and non-statutory partners including colleges and universities. CPPs aim to be responsive to local needs and to improve outcomes across a broad range of community priorities by focussing on local partnership working and integrated service provision. Single Outcome Agreements (SOA) are the mechanism whereby CPPs set and report on their progress using the National Performance Framework.⁸ It is recognised that colleges play an important role in community planning. Their contribution to their local CPP SOAs complements their key role as providers of post-school education and facilitates close partnership working with other public service agencies and stakeholders in their local communities.

The majority of funding to colleges comes through the Scottish Funding Council (SFC), the national strategic body for funding teaching, learning and research in Scotland's colleges and universities. Ministerial Letters of Guidance (LoG) from the Scottish Government are issued annually to colleges and universities via the SFC.

These letters aim to provide, a clearer line of sight between SG investment and the delivery of desired outcomes; to set ambitious targets, encouraging engagement; improving transparency and

⁴ <https://collegesscotland.ac.uk/college-mergers.html>

⁵ <https://www2.gov.scot/resource/doc/357943/0120971.pdf>

⁶ <https://collegesscotland.ac.uk/briefings-and-publications/publications/1376-colleges-scotland-keyfacts-2019-web/file.html>

⁷ <https://education.gov.scot/Documents/CollegesCommunityPlanning.pdf> p.6

⁸ <https://nationalperformance.gov.scot/what-it>

accountability, and driving improvement through the funding you allocate to colleges and universities.⁹

Annual Outcome Agreements (OAs) provide a framework and mechanism whereby colleges and universities demonstrate their progress in delivering Government priorities.

In 2016, SFC published their Gender Action Plan (GAP) to promote gender equality overall and to address gender disparities within college education: specifically, to reduce gender segregation in participation at colleges and universities to 5% and to ensure no course has more than 76% representation from one gender. Progress on the Plan's implementation by colleges and universities is reported in SFC's annual GAP progress report.¹⁰ New national policy areas have emerged since 2016 which are of direct relevance to the sector's gender equality activity. The Scottish Government's Equally Safe strategy for preventing and responding to GBV and the Gender Representation on Public Boards (Scotland) Act 2018 which aims to achieve 50% representation by women of non-executive members on public boards by 2022. The 2018-2019 LoG focused on the key themes of equality and fairness and included a requirement that colleges and universities implement the ESHE Toolkit.

As further educational providers, Scotland's colleges operate within a legal and policy context which reflects their public sector duties in relation to equality and human rights, their responsibilities in relation to the more vulnerable members of their campus communities and the age profile of their students.

Both the 1989 United Nations Convention on the Rights of the Child (UNCRC)¹¹ and the 1979 UN Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)¹² have been ratified by the UK Government which is obliged under international law to ensure that appropriate domestic legislation is introduced to uphold the rights enshrined in both. In Scotland, Scottish Ministers are required under The Children and Young People (Scotland) 2014 to ensure children's rights are protected. The role of the Scottish Children and Young People's Commissioner was established in 2004 to uphold the rights of everyone in Scotland under 18 and everyone in Scotland under 21 who is/has been looked after or in care.¹³ Scotland's First Minister has made a commitment that UNCRC will be incorporated into Scots law by 2021 and has established the First Minister's National Advisory Council on Women and Girls.¹⁴

The UK Equality Act 2010¹⁵ protects individuals from unfair treatment, promotes a fair and more equal society and incorporated a new law called the Public Sector Equality Duty (PSED). This requires colleges and other public bodies to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity and to foster good relations between those who share a protected characteristic and those who do not.

Colleges' safeguarding responsibilities fall within the remit of the Protection of Children (Scotland) Act 2003, the Adult Support and Protection (Scotland) Act 2007, the Counter-terrorism and Security Act 2015, and the Children and Young People (Scotland) Act 2014. Part 9 of the Children

⁹ <http://www.sfc.ac.uk/about-sfc/letter-guidance/letter-guidance.aspx>

¹⁰ http://www.sfc.ac.uk/web/FILES/AboutUs/SFC_letter_of_guidance_2018-19.pdf

http://www.sfc.ac.uk/web/FILES/corporatepublications_sfccp012019/SFC_CP_01_2019_Corporate_Publication_-_GAP_Progress_Report.pdf

¹¹ nicef.org.uk/what-we-do/un-convention-child-rights/

¹² <https://www.un.org/womenwatch/daw/cedaw/>

¹³ <https://www.cypcs.org.uk/>

¹⁴ <https://onescotland.org/equality-themes/advisory-council-women-girls/>

¹⁵ <https://www.equalityhumanrights.com/en/equality-act-2010/what-equality-act>

and Young People (Scotland) Act 2014 sets out the duties of public bodies, including colleges, named as Corporate Parents. As Corporate Parents, all college staff have a responsibility to uphold the rights and support the wellbeing of those young people currently in care, or who are care-experienced.

5. What is GBV?

Gender-based violence (GBV) includes:

- physical, sexual and psychological violence occurring in the family (including children and young people), within the general community or in institutions, including domestic abuse, rape, and incest;
- sexual harassment, bullying and intimidation in any public or private space, including work;
- commercial sexual exploitation, including prostitution, lap dancing, stripping, pornography and trafficking; homophobia, biphobia and transphobia
- child sexual abuse, including familial sexual abuse, child sexual exploitation and online abuse; and
- so called 'honour based' violence, including dowry related violence, female genital mutilation, forced and child marriages, and 'honour' crimes.¹⁶

These different forms of GBV exist on a continuum of sexual violence identified by Kelly (Kelly 1987). This consists of a number of intersecting public and private forms, can be experienced by individual women and/or women as a group, and perpetrated by individuals and/or groups of (mainly) men. GBV (or VAW as it is known in the Scottish context ¹⁷) is regarded by the Scottish Government as both a cause and consequence of women's inequality.¹⁸ The forms of GBV outlined above mainly, but not exclusively, affect women because they are women and are therefore gendered. GBV is a function of gender inequality, an abuse of male privilege¹⁹ and can be contextualised in women's longstanding structural inequality.²⁰ Unequal gender power relations, and the socially constructed norms around gender roles provide the context within which GBV occurs. GBV

provides a means of controlling or 'policing' gender norms and access to power within society. This effectively limits the activities of those who do not hold positions of power within the gendered system. Although GBV mostly affects women and men are, in the main perpetrators, it can also affect and be perpetrated by individuals of any age, gender, sexual orientation, faith or ethnicity: 'GBV is any form of violence used to establish, enforce or perpetuate gender inequalities and keep in place gendered order. Gender based violence is a policing mechanism'.²¹



¹⁶<https://www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/pages/3/> (Equally Safe: Scotland's strategy to eradicate violence against women) (2016)

¹⁷ The term *Violence against Women (VAW)* is often used interchangeably with GBV.

¹⁸ <https://www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/>

¹⁹ Equally Safe (2016), page 13

²⁰ See also (Equally Safe in Higher Education Toolkit, Donaldson et al, 2018)

²¹http://menengage.org/wp-content/uploads/2014/06/Men_Masculinities_and_Violence.pdf p.2

6. Intersectionality

Whilst GBV disproportionately affects women as a group, there are some who are more likely to experience violence and abuse. For example, the Home Office (2016) identify women and girls with learning disabilities, mental health issues, drug or alcohol dependency, and those facing homelessness, as more likely to experience sexual violence. Black, minority ethnic, and migrant women experience higher rates of domestic homicide, and are more likely to be abused by multiple perpetrators²² Disabled women experience disproportionate levels of all forms of violence and abuse from carers, partners and those in the community, and face additional barriers to accessing appropriate support.²³

7. The extent of GBV in Scotland

There is a range of evidence that provides a picture of the extent of GBV in Scotland which overwhelmingly demonstrates that women disproportionately experience these forms of violence. Police Scotland recorded 60,641 incidents of domestic abuse in 2018-19, an increase of 2% compared to the previous year. Around four out of every five incidents of domestic abuse in 2018-19 had a female victim and a male accused. This proportion has remained very stable since 2011-12. In 2018-19, just over half (51%) of domestic abuse incidents (where the relationship between the victim and accused is known) were between current partners. 48% of incidents were between ex-partners.²⁴

The recording of sexual crime is at the highest level seen since 1971, the first year for which comparable crime groups are available. The number of sexual crimes reported to Police Scotland increased by 8% from 12,487 to 13,547 in 2017-2018. Rape & attempted rape accounted for 18% of Sexual crimes. There has generally been an upward trend in these crimes since 2010-11 with Rape & attempted rape more than doubling (increasing by 115% overall) between 2010-11 and 2018-19. There has generally been an upward trend in these crimes since 2010-11 with rape and attempted rape increasing by 99% overall between 2010-11 and 2017-18. The vast majority of perpetrators (where identifiable) were male. Sexual crimes increased by 13% from 11,092 to 12,487 in 2017-18. At least 39% of the 13,547 sexual crimes recorded in 2018-19 related to a victim under the age of 18. The *other sexual crimes* category includes crimes such as: communicating indecently; taking, possessing and distributing indecent photos of children; sexual exposure, public indecency; causing to view sexual images or activity. Research on *other sexual crimes*, based on a sample of around 2,000 crimes recorded in 2013-14 and 2016-2017 found the clear majority of victims of *other sexual crimes* were female and the vast majority of perpetrators were male. The research also suggested that cyber-enabled *other sexual crimes* contributed around half to the total growth in all recorded Sexual crimes between 2013-14 and 2016-17.²⁵ Other sexual crimes are more likely to have younger victims and younger perpetrators where they are cyber enabled. Almost three-quarters of the victims of cyber-enabled crimes of this type in 2016-17 were under 16. Perpetrators also tended to be much younger where these crimes were cyber-enabled, with a quarter under 16 and more than half under 20.²⁶

²² Sisters for Change, 2017

²³ EHRC, 2017

²⁴<https://www.gov.scot/publications/domestic-abuse-scotland-2018-2019-statistics/pages/4/#page-top>

²⁵ <https://www.gov.scot/publications/recorded-crime-scotland-2018-19/>

²⁶ Convention of Scottish Local Authorities, the Scottish Government and the Multi-Agency Partnerships and Training Consortia in Scotland (2010)

Following the enactment of the Abusive Behaviour and Sexual Harm (Scotland) Act 2016 on 3rd July 2017, part of this increase includes 421 new crimes of disclosing or threatening to disclose an intimate image.

8. GBV in colleges

In their recent report on the state of girls rights in the UK Plan UK found,

The full spectrum of gender-based violence and the threat of it shapes a girl's experience in every space that she lives her life – including online. The lack of sufficient, real-world relationships and sex education combined with easy access to pornography means that children and young people are uneducated on their bodies and ill-prepared for healthy, gender-equal relationships. The girls we spoke to were critical of the sexualisation of girls who are lesbian, gay or bisexual and of young girls.²⁷

The report authors' research into the lives of girls aged 10-25 also observed that there were significant gaps in data about GBV affecting their lives.

Girls are outperforming boys in educational attainment, but sexism and harassment in school is rife. Subject choices are still gendered, and gender stereotypes are impacting girls' future career opportunities. From sports to school uniforms and gender-based violence, education needs remodelling.²⁸

Data on GBV experienced by college students is currently relatively sparse. In the UK, an early research study into GBV in colleges and universities was conducted by the National Union of Students (2011). Their report *Hidden Marks: A study of women students' experiences of harassment, stalking, violence and sexual assault*, found that one in seven female students have experienced serious physical or sexual assault; and 25% have experienced unwanted sexual behaviour. Over two thirds of respondents (68%) experienced some kind of verbal or non-verbal harassment in and around their institution. Most perpetrators were men (89% stalking, 73% physical violence) and were students from the same institution. Rates of reporting to the police or institution were low with only 2% of serious sexual assault, 21% of stalking and 17% of serious physical violence being reported. Instead, victims preferred to talk to friends. A review by Fenton (2019) of 16 studies investigating GBV on UK campuses (HE and FE) found that 2-69% of female students compared to 3-39% of male students experienced sexual harassment; and 1-34% of female students compared to 6-17% of male students experienced sexual assault. A further 2019 NUS report *Sexual Violence in Further Education* examined students' experiences and perceptions of sexual harassment, violence and domestic abuse in further education.²⁹ The study, carried out mainly in England, found overall that 75% of respondents had had at least one unwanted sexual experience. The vast majority of the sexual harassment which was reported was carried out by men; 33% of the sexual harassment experienced by the students took place in their college with 20% of college-based sexual harassment taking place during class. The students' experiences were highly gendered with women significantly more likely to experience this (93%). In 43% of cases, FE students were responsible for the unwanted sexual behaviour. The study also found that more than half (53%) of respondents had experienced verbal abuse; 43% feared their partners and 42% had experienced verbal or non-verbal threats or intimidation. While two thirds of respondents understood that these types of behaviours constituted domestic abuse this was

²⁷<https://plan-uk.org/file/plan-uk-state-of-girls-rights-report-2020pdf/download?token=42bpRbf8>

²⁸ <https://plan-uk.org/file/plan-uk-state-of-girls-rights-report-2020pdf/download?token=42bpRbf8> p.11

²⁹ <https://www.nusconnect.org.uk/resources/sexual-violence-in-further-education-report>

significantly more likely among those aged over 30. The report suggests that mature participants have a lower threshold for what is considered to be domestic abuse and what is acceptable within a relationship. These findings support the evidence from an earlier study of dating and relationship violence among 16-19 year old students (n=1751) in six FE settings in England and Wales. This found that dating and relationship violence 'may be becoming normalized in young people's relationships and is of significant public health importance for young people in England and Wales.' (Young et al 2017: 738)

Around one in eight (12%) had experienced unwanted sexual intercourse/rape; women more likely to report this than men and men were the perpetrators in 93% of cases. The findings on rape and sexual assault indicate that this is much more common among current or former partners or friends than it is by strangers. Findings also showed that LGBT+ students were disproportionately affected by unwanted sexual behaviours than their heterosexual counterparts with the experiences of bisexual students described as 'particularly stark'.³⁰

9. GBV in the workplace

Research shows that GBV is common and under-reported in many UK workplaces and 5% of organisations have a specific employee policy or guidelines on corporate responses to these issues. (TUC, 2016; Westmarland, 2017b: 2; HOC, 2018). Findings from a Zero Tolerance Scotland workplace study show that the situation in Scotland reflects that of the wider UK (Zero Tolerance, 2017). The study, based on 600 responses from women primarily working in the public sector, including further and higher education, found that four out of five women did not report their experiences of workplace sexual harassment to their employer. One in 10 respondents reported mental or physical abuse including rape or sexual assault at work, whilst over 70% reported experiencing or witnessing sexual harassment. This research also found that GBV protection and prevention are not a prominent feature of workplace practices and support mechanisms were lacking; 73% of respondents were either unsure or unaware of any GBV policy in their workplace and only 26% of managers reported feeling confident to respond effectively. It is now acknowledged that employers have a responsibility and duty of care to prevent and respond to GBV effectively and to maintain the safety and well-being of all staff.

10. The ESHE Toolkit - Pilot Colleges

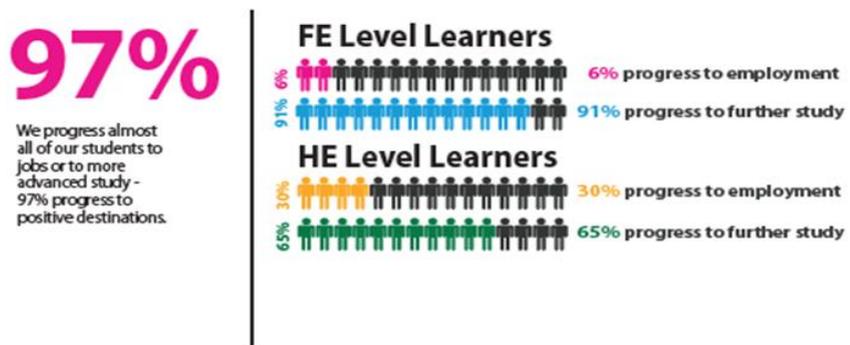
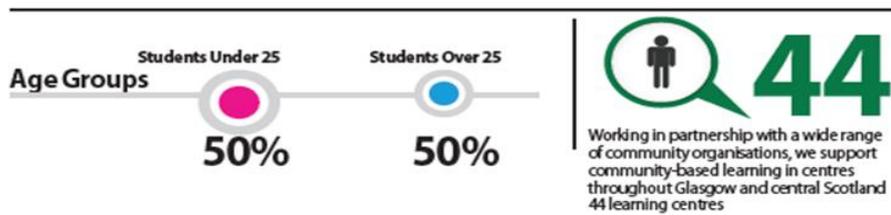
Two colleges agreed to pilot the ESHE Toolkit: Ayrshire College (AC) whose campuses comprise the Ayrshire College Region and Glasgow Kelvin College (GKC), one of three colleges within the Glasgow College Region. Scotland's Rural College (SRUC) and University of the Highlands and Islands (UHI) also provided case studies to this review based on their experiences of implementing the Toolkit.

Ayrshire College and Glasgow Kelvin College both reflect the diverse and dispersed nature of many of Scotland's college campuses and their student populations. In the session 2018-2019, Ayrshire College had almost 13,000 students, 6,000 of whom were full-time, studying at the College's five campuses and skills centres across Ayrshire. Glasgow Kelvin College had around 16,500 students, both full-time and part-time, studying on four main campuses in the north-east and north-west of Glasgow and at two outreach learning centres in the south of the city. Glasgow Kelvin College employs just over 500 and Ayrshire College over 900 staff, the majority of whom are

³⁰ <https://www.nusconnect.org.uk/resources/sexual-violence-in-further-education-report.p.7>

permanent. Students at both colleges study a wide range of vocational subjects ³¹ leading to qualifications outlined within the Scottish Credit and Qualifications Framework (SCQF) ³² up to Higher National Certificate (HNC) and Higher National Diploma (HND). These cover a wide range of trades and professions including, sport, STEM (Science, Technology, Engineering and Mathematics) subjects, health and social care, catering, performing and creative arts, business, hairdressing and beauty, automotive, social science and information technology and construction. Students can also study access courses leading to degree courses including medicine, nursing, teaching and social work. Although the majority of the colleges' students are aged 16 to 19 years, their courses attract many mature students often studying part-time. Ayrshire College's Schools Link Programme also involves pupils who are still at school and are studying additional courses; young people on their HIVE (Hope, Inspiration, Vision, Education) Programme for those of school age but who are not attending school and care experienced young people who have had adverse childhood experiences. Many students at both colleges live in areas of deprivation.

Glasgow Kelvin College's Learners



³¹<https://collegesscotland.ac.uk/briefings-and-publications/publications/1376-colleges-scotland-keyfacts-2019-web/file.html>

³² <https://scqf.org.uk/the-framework/about-the-framework/>

11. Preventing and responding to GBV on pilot campuses

i. Firm foundations

GBV prevention activity at Ayrshire College and Glasgow Kelvin College predated the publication of the ESHE Toolkit in 2018. Four key factors laid the foundations for GBV prevention on their campuses: the introduction of a new curriculum for 3-18 year olds, with an emphasis on tackling health inequalities and promoting health and wellbeing among young people; renewed emphasis on advancing equality, including gender equality, inclusion and educational attainment among young people; the leadership of key staff alert to the links between gender inequality and GBV; the involvement of colleges in local community partnerships.

Firstly, the introduction of a new national school curriculum, Curriculum for Excellence (CofE), for ages 3-18 years in 2010, ³³ aimed to be,

a key vehicle for improving the life chances of children and young people [3-18 years] and for contributing to the reduction of health inequalities. Within CofE, learning in Health and Wellbeing ensures that children and young people develop the knowledge, skills and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. ³⁴

This Scottish Government focus on tackling health inequalities and particularly in relation to young people, led to health and wellbeing becoming core elements in the school and college curriculum for all pupils and students under 18 years. Secondly, new SFC requirements of colleges ensured that all colleges and universities articulated their plans for promoting equality, diversity and inclusion, produced annual Gender Action Plans ³⁵, and provided annual progress reports on their outcomes. ³⁶ (See also 3. Above)

In line with the sector across the country, Ayrshire College ³⁷ and Glasgow Kelvin College ³⁸ outlined their whole campus approaches to inclusion, health and wellbeing in their strategic plans. As a result of staff concerns about their students, the academic year 2018-2019 was designated by GKC as *Mental Health Awareness Year* with a cross-campus promotion campaign.

Mental Health Awareness Year has been really successful and we've got more people coming forward looking for help and staff are more confident to look for help for learners. (GKC P 1)

Both colleges have highly visible, well-publicised and accessible central student services hubs, including health and wellbeing services, on their campuses.

Thirdly, leadership in GBV prevention was provided by GBV-aware members of staff in both colleges' Equalities teams, Learning Engagement staff, teaching and/or safeguarding staff and by college student associations. These groups included those who were aware of the direct and often negative influence of gender inequality on their students and particularly the impact of GBV

³³ <https://www2.gov.scot/resource/0041/00418332.pdf>

³⁴ http://www.parliament.scot/ResearchBriefingsAndFactsheets/S4/SB_13-13.pdf#p.10

³⁵ http://www.sfc.ac.uk/web/FILES/Corporate_publications_SFCCPo52016_GenderActionPlan/SFCCPo52016_Gender_Acti_on_Plan.pdf

³⁶ <http://www.sfc.ac.uk/about-sfc/how-we-operate/equality-diversity/equality-diversity-outcomes.aspx>

³⁷ <https://www1.ayrshire.ac.uk/media/6442/promoting-wellbeing-action-plan-full-plan-march18.pdf>

³⁸ <https://www.glasgowkelvin.ac.uk/wp-content/uploads/2019/08/Plan-Access-and-Inclusion-Strategy-2016-2020.pdf>

on women students' lives. Others, who had first-hand experience of responding to student disclosures and reports of GBV, were keen to raise the issue, ensure effective support for those affected and to work towards prevention. Finally, the involvement of colleges in local public and voluntary sector partnership arrangements in their local communities provided additional impetus to their GBV prevention work.

Colleges' involvement in Community Planning, Health and Social Care (HSC) and VAW (Violence against Women) Partnerships strengthened their links with local health and VAW services and community resources which raised awareness of their role in the coordination of local responses to GBV. Ayrshire College (AC) campuses span three local authority areas: North, South and East Ayrshire. The College is a member of the HSC and VAW Partnerships in each area. VAW Partnerships lead on local work to implement Equally Safe in each of Scotland's 32 local authority areas. Since 2015, AC has been involved in a range of local initiatives including hosting 16 Days of Activism against VAW programmes of events and White Ribbon campaigns, involvement in regional Pan-Ayrshire anti-VAW campaigns and events and involving local Women's Aid Groups in prevention and awareness raising activities and staff training carried out on its campuses. Medics against Violence have provided domestic abuse sensitive enquiry training to students on hairdressing and health and beauty courses. Working with their local VAW Partnerships, East Ayrshire Women's Aid and with the Women's Support Project in Glasgow, AC hosted the *Inside Outside*³⁹ Exhibition raising public awareness³⁹ of the experiences of women involved in prostitution.

In a partnership arrangement with Police Scotland, AC have a Police Campus Liaison Officer (CLO). The CLO offers regular drop-in sessions for staff and students on all AC campuses as well as providing guidance to college personnel on risk assessment and safety planning in relation to individual cases, including those which are GBV-related. The CLO also provides direct liaison with local offender management and MAPPA (multi-agency public protection arrangements) processes. AC also have a Mental Health Liaison Officer located on campus. The post is funded jointly by the AC and by the three Ayrshire Health and Social Care Partnerships.

Glasgow Kelvin College (GKC) recognised the need for a response to GBV in its first Gender Action Plan. With funding from the Glasgow North East Health Improvement Partnership, in 2016 the GKC Learning Engagement Officer and Equalities Manager began a domestic abuse prevention project with young men on a *transitions* course which culminated in a campus-wide poster and awareness raising campaign carrying messages of hope to those living with or surviving domestic abuse. This led to involvement with White Ribbon Scotland and a broader campaign to engage male students, staff and college leaders in VAW prevention work. The campaign was coordinated by a student/staff working group led by the GKC Student Association. As awareness of the White Ribbon campaign grew, the team were in demand from curriculum leads to run sessions across a number of courses including construction, engineering and science courses with mainly male students. GKC was the first Scottish college to achieve White Ribbon status.⁴⁰ The campaign at GKC went on to win a National Green Gown Award for Student Engagement in 2018.⁴¹ The college also hosted *Crush* a touring theatre production by Baldy Bane Theatre Company⁴² which focusses on bullying and domestic abuse in young people's lives. This provided an opportunity for young *Transitions* learners to discuss the issues portrayed with the actors in a safe space. Through GKC Equalities staff links to the Glasgow North East Locality VAW Group, Glasgow East Women's Aid

³⁹ <http://www.insideoutsidescotland.info/>

⁴⁰ <https://www.whiteribbonscotland.org.uk/>

⁴¹ <https://www.glasgowkelvin.ac.uk/tag/green-gown-awards/>

⁴² <http://www.baldybane.org.uk/>

and to Glasgow and Clyde Rape Crisis, awareness raising sessions and activities for GKC student groups have been delivered by these organisations who also provided literature and information sessions on their services to women students. GKC also collaborated with Glasgow Women's Library on curating an art installation focussing on VAW.

This wide range of GBV-focussed activity and partnership working on both campuses emerged within the context of the colleges' existing statutory safeguarding responsibilities towards their students.

ii. Safeguarding

Fulfilling their PSED, their statutory responsibilities towards the more vulnerable members of their campus communities and the age profile of students creates a wide legal, policy and practice framework for identifying and addressing any concerns about students and meeting their support needs. Safeguarding is a statutory duty placed on further education colleges in relation to under 18s and vulnerable groups. Colleges have a responsibility to provide all of their students with a safe and supportive learning environment where they are protected from harm, abuse and exploitation. Colleges recognise their duty of care to their students.

The duty of care that the College has towards all its students is of paramount importance in our work. The measures and approaches detailed in this document exist in addition to core welfare and support measures that are provided to students through the course of our work. (Ayrshire College Safeguarding Policy and Procedure, 2016: 4)

Safeguarding in the college context is 'the process of protecting vulnerable people, whether from crime, other forms of abuse or from being drawn into terrorism related activity' (Glasgow Kelvin College 2018, Safeguarding Children, Young People and Vulnerable Adults Policy and Procedure). A child for the purposes of the Protection of Vulnerable Groups (Scotland) Act 2007 (Section 97) is an individual under the age of 18, young people currently in care, or who are care-experienced. A vulnerable adult under Section 94 of the same Act is 'any person aged 16 or over whom, for the time being is unable to safeguard their own welfare or properly manage their financial affairs.'

College safeguarding policies outline their role, responsibilities, and the processes and means of addressing any concerns which arise and to whom they apply. All members of staff with direct and indirect contact with the identified groups, or who have access to information about them, have a responsibility to address any concerns and to safeguard and promote their welfare. Concerns arise from situations involving vulnerable people where they disclose that they are being harmed, are at risk of harming or being harmed by a third party including a member of staff or volunteer. Risk or harm may arise in relation to physical, sexual, emotional and financial abuse, neglect and bullying. Safeguarding policies provide clear procedures for identifying, addressing and documenting safeguarding concerns; these outline the responsibilities of all staff involved, gather data and monitor outcomes. Colleges have Safeguarding Steering Groups with overall responsibility for the development, implementation, and monitoring of college safeguarding strategies; safeguarding teams provide a visible front-line response for anyone wishing to report or discuss a concern. Clear response pathways ensure that risk assessment and management are priorities and that those at the centre of a concern receive the support they need whether from the college's internal resources or through links to external support resources or services. The statutory nature of college safeguarding responsibilities ensures college staff complete and regularly update their safeguarding training.

iii. Safeguarding and GBV

It is recognised in the UK and internationally that many forms of GBV such as domestic abuse, rape, sexual assault and sexual harassment are widely under-reported phenomena, and that published research and statistics are likely to conceal the true extent of the problem. The challenges and barriers facing survivors of GBV, especially young survivors, wishing to report their experiences to others can be substantial. For women experiencing domestic abuse, for example, it is likely that they will disclose their experiences to a friend or family member before reporting to a service or to the criminal justice system. The very private and individualised nature of many forms of GBV, fear of consequences, public exposure, stigmatisation, service generated risks or lack of confidence in the likely outcome can combine to prevent those affected from making their experiences public by disclosing or reporting. It is important to distinguish between reports and disclosures. Reporting refers to more formalised procedures such as reporting to the college or the police for example, whereas disclosing describes someone speaking informally to another person whom they know. In a college context, this can also be a staff member or fellow student.

College safeguarding policies provide clear, formal procedures for responding to reports where there are identifiable concerns or risks. Although at the time of writing GBV is not named specifically in the Safeguarding policies of the two pilot colleges, the scope and definitions used in their policies encompass GBV-related concerns and risks such as sexual abuse, stalking, sexual harassment and bullying. Interviewees were clear that responses to GBV are regularly dealt with using safeguarding processes whether or not the person involved was regarded as a member of a vulnerable group. However, where GBV-related concerns fall within the scope of safeguarding policies they suggest that it would be helpful to have the various forms of GBV articulated more clearly in their policy documentation and that the policies should apply to everyone not just those in the named vulnerable groups.

There is anecdotal evidence from current practice in both pilot colleges that the numbers of student GBV disclosures or reports have been increasing over the last three years and that those reporting receive a full response and support to access services from the Safeguarding team. It was stressed that in GKC, 'No one should be alone and vulnerable' (GK P 1). Both colleges highlighted that disclosures and reports tended to be made face to face to a member of teaching or student services staff. In particular, the 'guidance slot', a name still used for the *Health and Wellbeing* session in the curriculum of those students in Further Education (FE) level courses, provides opportunities for students to speak in confidence to Guidance staff members in a supportive context. Participants observed that older students and those on other courses were also fully aware of sources of non-academic support:

Although students studying at HNC, HND, or on levels 7 and 8 courses don't have 'guidance slots' or ongoing engagement with students services...students will still come down and speak to student services or inclusive learning if they're getting any sort of support for their learning. Staff delivering guidance sessions are seen as an additional layer of pastoral support. (AC P 1)

By 2018, the two pilot colleges had recognised the need to prevent GBV on campus by identifying opportunities within the curriculum and through whole campus activity. Equalities, Student Services and Learning Engagement staff witnessed an increase in GBV-related disclosures and reports and responded to this need by promoting on-campus support services and by forging closer links with local community services and resources. These highly effective approaches provided firm foundations upon which both colleges engaged with the ESHE Toolkit in 2018. Part II of this report will outline the results of a review of the pilot colleges implementation of the Toolkit based on an analysis of participants' interview data.

PART II – REVIEW FINDINGS

12. Strategic Leadership

Both colleges felt that the ESHE Checklist was useful in helping to review their current responses to GBV and to consider moving from a safeguarding model and referral process towards a broader strategic institutional response to GBV.

[The Toolkit] has brought us to a place of thinking much more about us as an institution...as to what we're doing...of having an overview of the college and working towards a whole college approach. I felt through our partnership working, we concentrated on community and our students and our staff being part of a community. Just as an example, a few years ago we were engaging very heavily with schools and had a conference for S5 and S6 at Kilmarnock campus. While that was successful and it was good, those pupils will potentially be future students of the college but at that point our students weren't really being engaged in that way. There are things we've learned from that. I would like to keep the partnership working because they've brought us good things. But I think what's happened now is we're much more thinking about data and how do we know? We would have students who would disclose and tell us things but I don't think we were being consistent in how we approached it fully. We're in a better place now of just having an overview of the college and working towards a whole college approach. Whereas before, I think we had a referral process and things like that were in place. We didn't have a group and we didn't have that type of approach. (AC P 2)

AC and GKC formed their Equally Safe working groups during academic session 2018-2019. Both colleges agreed that these groups would provide leadership and oversight for their whole campus responses to GBV prevention and that broad representation from across the campus and the local community was essential. Members include senior management from student services, Equalities, Human Resources, teaching/curriculum staff, as well as student associations and trades unions. The importance of including external partners such as Police Scotland, local VAW service providers and the NHS in their planning processes was recognised and they were able to build on existing community partnership links. AC's Equally Safe Group is a sub-group of their VIEW (Values, Inclusion Equality and Wellbeing) Group and works strategically alongside their Promoting Wellbeing Group. GKC's new Equally Safe Group has five internal and five external members, the latter includes Glasgow & Clyde Rape Crisis, White Ribbon Scotland, College Development Network and Police Scotland. Both Groups have an agreed definition of GBV, which reflects that recommended in the Toolkit. At the time of writing, GKC's Equally Safe Group's terms of reference were with College senior management for final approval. GKC now has a draft Equally Safe Action Plan which takes a whole campus approach and AC's is in the process of development.

The colleges each identified the importance of using broad definitions of GBV to reflect the range of experiences of their students. College staff members' regular contact with students in class revealed, for example, that some young women's dating relationships were characterised by the acceptance and normalisation of their boyfriends' controlling, abusive and violent behaviour. Staff were also aware of young people's experiences of cyber-enabled abuse including sexting, sending indecent images and of forced marriage. The need for a broad definition of GBV in colleges' therefore reflected students' lived experience and confirmed the need to ensure that prevention planning included cross-campus, carefully targeted, age-appropriate messages and interventions.

The GKC Plan therefore acknowledges the continuum of sexual violence, that it is gender-based, linked to gender inequality and that many forms may affect those within the campus community both on and off campus. However, participants from both colleges felt that, while the gendered analysis was important, the Toolkit's theoretical framework was not something that could be easily communicated across campus.

We'll do an opening gambit in the strategy about a feminist approach and [include] references but we won't do a huge piece on feminist gendered analysis. We have to think about our audience. It's about putting it in plain language that our students and our staff will understand. It's hitting them between the eyes and saying, this is what we're doing, this is why we're doing it. Because we know that people will switch off. (GKC P 1)

Participants emphasised however that prevention campaigns such as White Ribbon, mental health awareness, opportunities in 'guidance slots' and health and wellbeing events provided valuable opportunities for staff and students to discuss the links between gender inequality, GBV and mental health. They were also keenly aware of the lessons from other successful whole campus activities which could be transferred to GBV prevention.

If it's as successful as the mental health awareness - about what are the policies, who's going to support you, how do we do things, what can we put in place for you, where do you go for help? - then I think we'll have a lot more people just telling us, so we need to look at how we make sure there's plenty of support in there, how do we link with external agencies, and how do we take that forward? So I think that will be a good consequence, but we've got to make sure we're underpinning that, we've got lots of people who are trained, who recognise it, who know where to go. When we roll out our whole [GBV] strategy, and information, and get it all out there, if it's successful the way I think it will be, then I think we'll have more women coming forward and saying 'I'm a survivor', or 'this has happened'. We should have, hopefully, young females coming to us, because a lot of what they accept about [themselves] is what concerned me. So it's a whole - White Ribbon-plus, because we'll still do our White Ribbon work because I think it's really key. It's a big step up. (GKC P 1)

13. GBV Policy

Overall GBV disclosures and responses to them were, in 2019-2019, being dealt with using existing safeguarding processes. However it was recognised that, while these were effective in responding to GBV-related cases, their use was going beyond the statutory requirements in some cases and used in cases not strictly required. While safeguarding was proving an effective response to GBV, processes focus mainly on students in particular vulnerable groups.

The Toolkit Checklist provided the colleges with an opportunity to consider a whole campus approach which responded to student disclosures and reports of GBV outwith those vulnerable groups, and also to college staff who may disclose their experiences and to those responsible. The need to ensure GBV responses and interventions were more clearly articulated and communicated as part of an integrated whole college approach was therefore highlighted. Safeguarding policies and procedures are centred on referral processes designed to respond to individual safeguarding concerns. The colleges now began to consider the needs of their campus communities within the broader context of their local communities and of the importance of addressing these more

strategically. This further emphasised the importance of including a broad range of internal departmental staff, student associations and trade unions as well as local external partners.

A key priority for both colleges was to undertake a policy review. While recognising that safeguarding was a core policy meeting statutory requirements, there was a need to identify any policy gaps or policy areas where GBV may require to be more explicitly addressed. Examples of policies and procedures being reviewed in the light of college GBV prevention plans included: attendance management and support; student code of conduct; staff grievance procedure; online complaints procedure, safeguarding and Police Scotland 3rd party reporting. Staff GBV disclosures or reports were dealt with by HR and any support referrals made to internal employee support services or to relevant local organisations. Both colleges considered the development of specific GBV policies for staff and students to be priorities. GKC are currently developing new GBV policies for staff and students and AC are working on one for staff. The purpose of the new GKC GBV Student Policy will be to provide guidance on:

- *The College's approach to GBV and the related expectation of students*
- *The support available to students who have experienced GBV, both on and off campus; and*
- *The procedure for dealing with perpetrators of GBV. (Glasgow Kelvin College Draft Student Policy 2019)*

14. GBV Response

While safeguarding processes provided a ready-made GBV response pathway, both colleges were considering the most effective response model for their campuses which could be developed from within existing resources. At AC, for example, the GBV First Responder and Champion model of specially trained staff outlined in the Toolkit was being considered as an additional function of staff in the college's existing Safeguarding network. The aim was to provide a visible focus for reporting and for responses to a whole range of issues, including GBV, which could be developed using existing staff networks and resources. This would prevent any confusion by expanding and developing existing response pathways.

At the safeguarding group, it was agreed that some people felt that to widen the safeguarding group would be good. People were concerned that we were getting to a place where people knew to go to safeguarding, so we didn't want them to have another line or another level [of response]. (AC P 2)

A key issue for each college was creating clear response pathways for those reporting GBV and for dealing with those responsible. As previously outlined, disclosures and reports are often made to members of support or teaching staff who are then able to link the reporting student to support or other services through safeguarding processes. Routes to reporting in person are well-publicised around both college campuses as are the support services available to students.

GLASGOW KELVIN COLLEGE

Student Gender Based Violence Guidelines

The College has a zero tolerance position on gender-based violence and is committed to ensuring that any student who is the victim of gender-based violence has the right to raise the issue in the knowledge that they will receive appropriate support and assistance.

Gender-based violence has a profound impact on the victim which can affect their ability to attend classes, concentrate on lessons or finish work. They may be living in fear of their perpetrator coming into college or discovering where they are. Other individuals may be impacted by the victim's experience and may need also support from College staff.

SUPPORT FOR STUDENTS WHO REPORT AN INCIDENT

If a person reports an incident, it should then be referred to the Safeguarding team safeguarding@glasgowkelvin.ac.uk. The incident will be treated in confidence except if there is an immediate danger. This will be explained at the beginning of the meeting and a report will be made to Police Scotland.

If the person is in no immediate danger and doesn't want the incident reported to the police, then a confidential report should be logged. The person should be offered ongoing support. When an allegation is made against another student, this should be dealt with using the Code of Learner Behaviour.

If an allegation is made against a member of staff, this should immediately be reported to the Human Resources Department.

LINKS TO EXTERNAL ORGANISATIONS

Below are support and advice services, the list is not exhaustive however, these are the main organisations;

Police Scotland	https://www.scotland.police.uk/keep-safe/advice-for-victims-of-crime/domestic-abuse/reporting-domestic-abuse
Glasgow East Women's Aid	0141 773 3533 collective@gewa.org.uk
Rape Crisis Glasgow	0808 800 0014
Abused Men in Scotland (AMIS)	0808 800 0024
LGBT Youth Scotland	https://lgbtdomesticabuse.org.uk
Amina Muslim Women's Resource Centre	https://mwrc.org.uk
Community Safety Glasgow	https://www.communitysafetyglasgow.org/what-we-do/supporting-victims-of-gender-based-violence/assist



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Staff were confident, however, that policy reviews would provide additional clarity on responses to GBV. As has been outlined, both colleges had developed working practices based on existing safeguarding procedures and applied to GBV-related risk assessment, risk management and safety planning. At AC, the CLO, teaching or other front facing service staff can become closely involved in implementing cross-campus safety measures by placing 'alerts' in the online safeguarding information system to which key staff have access.

If a student was telling us that they were afraid or at risk or potentially at risk, or there were people that they were frightened of, we would just make sure that the people that needed to know were aware of that. We do what is needed to make sure they felt safe while they were here. (AC P 1)

At GKC, there is a presumption of risk and a precautionary suspension is imposed immediately on the reported person. An investigation is undertaken and decisions are made at that stage on the basis of the severity of the case. GKC currently has no scale of sanctions.

It's zero tolerance. No, that's not happening. If we find that's happening, we would just put them out of the college because – that's just not on. There doesn't need to be a [risk] level for that. There's the door, cheerio, because it's just not acceptable for people not to be safe on campus - if somebody is sexually harassing you. It is a bit more complicated with staff, obviously, because you've got to go through [a longer] procedure. We had one case reported over a year ago, where the person eventually lost his job a few months ago.

(GKC P 2)

At AC, student reports of GBV are often made to staff in student services who, with permission, call on their CLO to offer guidance even where the reporting student does not wish to report formally to the police. The CLO also liaises with college staff in assessing and managing risk; in high risk cases, key campus personnel are informed and wrap-around security is implemented, if required, while the reporting person is in the college. Having the CLO on site also facilitates liaison and close working relationships with Police Scotland locally.

Currently at AC, GBV disclosures or reports by members of staff may be made to another staff member, a curriculum manager or team leader for example and thereafter would be reported to HR.

HR would deal with any support that was required. There is an employee counselling service. Obviously there are links to external organisations. (AC P 1)

While safeguarding processes provided a ready-made response pathway, both colleges were considering the most effective GBV response model for their campuses in the longer term, and one which could be developed from within existing resources. At AC, for example, the GBV First Responder and Champion model of specially trained staff outlined in the Toolkit was being considered as an additional function of staff in the college's Safeguarding network. The aim was to provide a visible focus for reporting and for responses to a whole range of issues, including GBV, which could be developed from existing resources. This would prevent any confusion by retaining well-publicised response pathways.

At the safeguarding group, it was agreed that some people felt that to widen the safeguarding group would be good. People were concerned that we were getting to a place where people knew to go to safeguarding, so we didn't want them to have another line or another level [of response]. (AC P 2)

15. GBV Support and Intervention

As outlined above, both colleges have well established, well-publicised, accessible student health and wellbeing service hubs which include counselling services. These act as both reporting and support hubs, are integral to college safeguarding and provide a safe space for all students to access additional support. It was also acknowledged that GBV response and support pathways were an important element of the GBV policy development process in relation to staff as recommended in the Toolkit. Support for staff affected by GBV available through HR and via self-referral to external employee support services was being reviewed in the the context of GBV policy reviews discussed above. Colleges' links to their local VAW sectors have led to an increased awareness of implementing a trauma-informed approach as recommended in the Toolkit. Staff in both colleges felt this was entirely compatible with, and a welcome addition to, training for their safeguarding and health and wellbeing services staff. GKC are working with Rape Crisis Scotland's ESCU Project to introduce more trauma-informed training to key staff.

I've put some work around trauma-informed support and well-being on our safeguarding forum, and [RCS worker] is going to do work with the safeguarding team. So, we'll do the bigger second level training for the safeguarding team around trauma-informed support. (AC P 2)

Through partnerships with local WA, RC and VAW services, colleges are also able to ensure that survivor views and the specific needs of those in protected and vulnerable groups are included and acknowledged in their GBV prevention strategies and planning.

16. Staff GBV training

At GKC their White Ribbon work had involved staff and students, had raised awareness and provided basic awareness training in GBV. This had also begun to develop in-house capacity for the coordination and provision of specialist training through their Learning Engagement Officer. Similarly, the work AC had undertaken with Medics against Violence and their local VAW Partnerships proved invaluable in beginning to build awareness through staff involvement in the training. Both colleges recognised the need to provide specific training in GBV to key staff groups involved in responding to GBV and to do this by building on the firm community collaborations already in place. For example, at GKC, the Learning and Engagement Officer provides training for youth workers on responding to young people's GBV disclosures.

The issue of training sufficient numbers of staff in the colleges' GBV responses was however considered a challenge,

It's about what you need [staff] to know, their awareness as well and then sharing that with their teams. Because one of the biggest challenges we have is getting information out to staff. It's really difficult. Getting people to read emails, to actually take things on and to properly engage in training. We do a lot of these e-learning modules, but I just think a lot of the time people just tick the boxes. It's just as quick because they're mandatory because they have to do them. That's a real challenge when we've got 900d people. What we were thinking was if we could have [GBV] champions in each curriculum area, they could take on that sort of role of disseminating information, making sure that their colleagues are aware and up to speed with things, with new things that are happening...that [colleagues] could go to them but also using them as a sort of tool for communication. They could be sharing things, updates in course team meetings, curriculum team meetings...trying to get away from relying on email and mandatory e-modules. If we did develop a model like that, one of

the things we still need to talk about is that a Champion could have GBV training as an absolute must, some ACE's (Adverse Childhood Experiences) work because there's clear links [to] mental health and equalities training in addition to that. (AC P 2)

During 2018-2019 both colleges worked closely with the Rape Crisis Scotland (RCS) national Equally Safe in Colleges and Universities (ESCU) GBV training worker. This Scottish Government funded project, newly created in 2018 specifically to support GBV prevention in colleges and universities and provides additional resources to support the sector as they implement the Toolkit. The project focusses particularly on building capacity and partnerships between the VAW service sector and their local colleges and universities in relation to GBV training, prevention and trauma-informed support services for survivors. Both colleges are working closely with the RCS project worker and consulting internally on which members of staff should be prioritised for each of the Toolkit's three levels of GBV First Responder training.

I would really like to get all staff trained at that basic level, and then we'll look at doing the one day training, who do we target with that, and then the two-day training with the safeguarding team.

(GKC P 1)

During the period covered by this report, the RCS worker had delivered Level One GBV training to GKC safeguarding staff. At AC, through existing links with the local Rape Crisis Centre and Women's Aid Groups, training was being provided to student services and Inclusive Learning staff.

17. GBV Prevention Education

The profile of college students, their community setting and the nature of the curriculum provide a unique setting for undertaking GBV prevention education. Valuable opportunities for GBV prevention education are created by: colleges' close links to their local community, its services and partnership arrangements; the nature of the curriculum and opportunities provided by 'guidance slots'; the more frequent, regular contact between staff and student groups; the predominance of gender-segregated vocational occupational courses. Many examples were provided of staff responding to classroom discussions with younger students about healthy and unhealthy relationships, everyday sexism, sexual harassment and cyber-enabled abuse which students could explore in safe learning spaces. The value of building a community of staff and students, for example through the White Ribbon campaign, who were able to challenge unhelpful and inappropriate attitudes on a day to day basis in this way were considered important elements of colleges' role in GBV prevention education. Staff therefore currently undertake this work on an informal and formal basis or may call on local GBV agencies to develop student learning further as the need arises. For example, GKC are building on their White Ribbon training by providing level one GBV training to WR student and staff trainers, are working with the RCS ESCU Worker to provide the Toolkit's Intervention Initiative Bystander Programme to this group and aim to evaluate its effectiveness for use in a college context. The Rosey Project,⁴³ a young people's sexual violence prevention project at Glasgow and Clyde Rape Crisis, working closely with the North East Health Improvement Team and local youth workers, provide young people on the colleges' *Youth Transitions*⁴⁴ programme with sexual violence prevention sessions. The colleges are aware of

⁴³ <https://www.roseproject.co.uk/>

⁴⁴ <https://www.glasgowkelvin.ac.uk/wp-content/uploads/2017/04/Transitions-to-learning.pdf>

many opportunities in the school year, in the curriculum and in their contact with students to identify issues and communicate GBV prevention messages,

Events in Freshers week, open days and 'keep warm days' – [saying] this is why we don't tolerate it, and this is where you go if you have something that you need to report, or you're feeling you need support with it because you've been through it or whatever. There are lots of ways to articulate it for our students. How we will support them, how they can support one another, and where they can get help. (GKC P 1).

The college context therefore provides a rich environment which provides many opportunities for undertaking GBV Prevention Education. The day-to-day contact many college staff have with students, the close relationships colleges have to local community structures, services and resources, the important role they play as education providers to local students and as employers place them in a unique position to provide leadership in local GBV prevention education.

18. Case study I – Scotland’s Rural College (SRUC)

Implementing the Equally Safe in Higher Education Toolkit – a case study

The following details the way SRUC is developing its Equally Safe approach. It is an honest account – and is not suggested to be the way but is a way.

Context

SRUC (Scotland’s Rural College) is a Scottish tertiary education provider with students studying at Further Education (FE), Undergraduate, and taught and research postgraduate levels. It was created by merger at the time of Scotland’s college regionalisation, but was formed from an Higher Education (HE) and three FE land-based institutions resulting in six campuses across Scotland (in Aberdeen, Ayr, Barony outside of Dumfries, and Cupar in Fife, Edinburgh and Oatridge in Ecclesmachan). Distance learning and Modern Apprenticeship provision is also offered. In comparison with other institutions, there are small student numbers at each campus, and the institution operates across multiple regions.

SRUC is in the early stages of formalising its approach to Gender Based violence (GBV) and developing its strategy and further actions using the Equally Safe checklist as its framework.

Early Days

As a new institution, focus had initially been on developing consistency of practice. This involved reviewing and rewriting policies and procedures and of particular relevance to Equally Safe were those relating to:

- Safeguarding – which built upon SRUC’s FE experience
- Student Discipline
- Risk assessment
- Inclusion
- Fitness to study

There was reference to action which responded to reports of GBV as well as how to support survivors and manage perpetrators but no explicit reference except within the safeguarding procedure.

When developing the Safeguarding procedure, senior staff members were identified as campus Safeguarding Managers and staff members were asked to volunteer to be trained as first response safeguarding officers. The Residential Service also appointed out of hours safeguarding officers who became members of the teams. These campus based teams were trained in their remits with time spent looking at the issues and how to provide initial support at the time of the incident or disclosure, as well as ongoing support and managing future risk (which would evoke other procedures).

Introduction to Equally Safe – October 2017

SRUC’s Student Experience Manager, a member of AMOSSHE, attended an AMOSSHE Scotland meeting in October 2017, where Anni Donaldson had been invited to introduce the soon to be launched Equally Safe in Higher Education Toolkit. As well as talking about the checklist, an honest conversation from members on how GBV was currently being addressed within their institutions took place. There were many different approaches including impressive awareness raising activities. Where SRUC was able to contribute most fully was in its safeguarding work which had developed from the child protection focus required at FE level to one which protected and supported the whole student community.

At around the same time SRUC was also asked to join a collective of other Edinburgh-based HEIs and public and third sector agencies which were gathering a momentum around a City-wide initiative to protecting and supporting the student community. *Fearless Edinburgh*, as this collective is now known, has been invaluable in informing practice at SRUC and enable a strategic awareness of GBV and Equally Safe. Two conferences have already been held involving *Fearless Edinburgh* partners, the first to confirm strategic commitment and the second to identify future collaborative action as well as prompt internal discussions.

The power of regional and partnership working cannot be underestimated. It creates critical mass for campaigns, enabling support networks and providing a focus on preventing gender based violence in our learning communities.

Action now planned for SRUC

Whilst there are procedures which set out SRUC's approach to supporting, investigating and moving forward after GBV and the issues are raised at the annual student induction, through the emphasis on self and mutual respect, as an institution there remains work to do. This needs to start with institutional recognition and commitment, and SRUC's Executive Leadership Team is fully supportive of a strategy which provides for the entire SRUC community (students and staff). The development of this will follow the successful partnership approach which created SRUC's Healthy Learning and Wellbeing strategy and our Shady the Dog mental health and wellbeing programme.

This strategy will be in place for 2019-20, informed by guidance within Equally Safe. The strategy will be owned by the Equalities, Human Rights and Inclusion Committee, taking a whole campus approach, and its creation will led by the Student Experience Manager with representatives from the Students' Association, HR, teaching, student support, health and safety, and governance.

The Equally Safe Checklist is thorough and institutions will be able to determine what is already in place (with or without some tweaking/re-emphasis) and what the priorities in other areas are. My advice is not to be phased by it, but focus on what your institution's current experience of GBV is, and what focus and priorities that might suggest.. For SRUC our priorities which will be highlighted in the strategy will be:

- Staff awareness, and specific responder training for the existing safeguarding teams
- Having appropriate policies GBV aware, including those which cover how survivors' are impacted and should be supported, for example attendance/funding/assessment
- Each campus being involved in its regional networks (the Fearless Edinburgh is a possible model for other regions) and Violence Against Women groups
- Supporting the Students' Association in their Student Partnership Project for 2019 and 2020 which will focus on campaigns, bystander training and possible white ribbon status
- Reviewing reporting mechanisms to ensure intervention, action and monitoring is timely and effective.

Concluding thoughts

The checklist can appear daunting but institutions will most probably find that they already providing an intervention approach and have awareness raising activities. Developing the strategy will facilitate the whole campus approach, and leadership support with an identifiable 'home' for the work will provide a focus.

The regional and partnership approach enables collective thinking and action, and as well as Fearless Edinburgh beginning to plan for Fresher's 2019, the Ayr based campuses of SRUC and University of the West of Scotland, and Ayrshire College are keen to have a combined campaign following successful collaboration in working with Equally Safe in developing today's conference.

This partnership approach has also accelerated my knowledge of the issues and their impact. And as I conclude I would also recommend the University of Strathclyde on-line MOOC [Understanding Violence Against Women – Myths and Realities](#) course as an excellent way to develop personal understanding.

Sonia Ferguson,

Student Experience Manager,

SRUC,

March 2019

19. Case study II – University of the Highlands and Islands



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Implementing the Equally Safe in Higher Education Toolkit – a case study

Activity prior to the Toolkit being launched

There were pockets of activity taking place across the university partnership but no partnership wide initiatives or lead person to drive this work forward, and little interest was received to create a practitioner group to look more formally at this topic.

A noticeable change started to happen after the launch of the Universities UK Changing the Culture report and the publicity surrounding the Me too/Times Up movements. Both of these raised the profile of GBV significantly, not only within the education sector, but within society as a whole. This appeared to have sparked interest in the subject and when the university tried the second time to create a group, it was an easier task and much more interest was received.

Equally Safe in HE toolkit

When the University were made aware a toolkit was being created, it decided to hold off progressing work until it was launched, so as not to 'recreate the wheel', as the toolkit would provide a useful resource in progressing work forward.

The toolkit was launched in April 2018 and very quickly became the 'bible' for the University as it provided a vast array of resources including guidance, information and templates which can be adapted for local use. It focused on the three key areas of:

- Prevention
- Intervention
- Response

The toolkit did the 'hard work' for institutions and provides a useful and sensible framework to follow.

UHI Progress

- Creation of an Equally Safe Strategic Group containing a diverse membership of academics, support staff, students and external agencies.
- An action plan (based on an example within the toolkit) has been created to ensure the group is kept focussed with activities it must achieve.
- A dedicated webpage has been created with a host of local and national support services, covering each of the 7 local authorities the university covers.
- Draft staff guidance has been created and is currently out for feedback to various groups. So far, it has had feedback from the Equally Safe Group, Promoting Positive

Behaviour Policy Group, UHI Safeguarding Group and Rape and Sexual Abuse Service Highlands (RASASH).

- Instead of creating a separate GBV Policy, it was agreed to participate in an existing project which is creating a Promoting Positive Behaviour Policy and Procedures. This contains both academic and non-academic disciplinary procedures and will contain links to documents such as the GBV staff guidance, once complete. The EO Student Support Manager is a member of this group and ensures GBV has been included appropriately.
- The Equally Safe Strategic Group has invited a number of external agencies to participate and talk about the work they do and the support they can offer to the university. This includes Women's Aid and the Highland Violence Against Women Partnership (HVAWP). In addition a representative from HVAWP is now a permanent member on the group and the EO Student Support Manager is now a member of the local HVAMP group and will attend meetings. Also, discussions have taken place locally with Police Scotland and Rape and Sexual Abuse Service (RASASH).
- A joint funding application to develop an online staff training module was submitted from the University and Strathclyde University to the Association of Managers of Student Services in Higher Education (AMOSSHE). Each year this organisation have a sum of money which can be awarded to universities who have a project in mind which could be of benefit to the wider student community. The bid got through to the second round but unfortunately was unsuccessful for funding, therefore, other avenues of funding are currently being investigated.
- GBV staff cards – The EO Student Support Manager was part of the Universities Scotland Working Group which created credit sized cards with GBV helplines on them. The aim of these cards is to act as a resource for staff should they have a student who discloses to them that they have been a victim of GBV. Staff are encouraged to store these within the lanyards which hold their staff ID card or within wallets so they are close to hand should they be required.
- During a conversation with Anni Donaldson from Strathclyde University, she mentioned part of the implementation of the toolkit was to hold three regional events across Scotland. The University was keen to host one of these due to the widespread geography it covers and as it can utilise technology to overcome barriers of people attending in person e.g. cost to travel from further afield such as the islands. The event took place on 19th March and was a great success with a good variety of attendees and fantastic discussion on how local agencies can support the university in tackling GBV.

Future developments

- Continue to reinforce that everyone has a responsibility for GBV prevention and it is not the sole duty of Student Services staff
- All guidance documents and training will need to be implemented across 14 locations and 7 local authorities. This is a huge geographically diverse area therefore resources produced must fit the need of all these areas. Each partner college has its own HR department therefore links will need to be made to encourage appropriate staff training to be delivered and managed locally.
- Review student training, for example Consent Matters and Bystander Intervention Training, through close working with the Student Association to determine an appropriate way for this to be delivered.

- An online reporting/disclosure tool is yet to be created but development of this is part of the action plan. It was felt more appropriate to ensure foundations were in place to be able to support such a tool therefore once staff training has been completed, a recording/disclosure tool will be considered.

Lyndsay Sutherland

Student Support Manager,

UHI

20. Discussion

This Rapid Review of the implementation of the ESHE Toolkit in four Scottish colleges examined activity during the academic session 2018-2019 immediately following the publication of the Toolkit in April 2018. The findings reported provide an indication of the priorities identified during the very early stages of mainstreaming a new and significant area of strategic focus for colleges. All four colleges were clear that they were already dealing with GBV affecting their students but that the publication of the Toolkit and the SFC Letter of Guidance requirements provided them with an opportunity to bring the issue to the forefront of their overall field of vision.

The operational context of course provision in our colleges is significantly different from that of the university sector for which the ESHE Toolkit was originally developed. Colleges play a key role in supporting their local economy as vocational training and education providers to school leavers and mature students and as employers; they are key partners in local community planning and other strategic and service partnership arrangements; they also have statutory safeguarding responsibilities and, as public bodies, colleges are required to fulfil the PSED and to contribute to the SFC's Gender Action Plan. This context created a firm foundation for undertaking GBV prevention activities at GKC and AC prior to 2018.

Within the colleges themselves, GBV prevention work prior to 2018 benefitted from the knowledge and enthusiasm of key staff, colleges' well-established safeguarding processes and procedures, the nature of the college curriculum, the regular classroom contact between students and guidance and support staff and the provision of highly visible, easily accessible campus health and wellbeing services and support hubs. Strong partnership links between the colleges and local public services created additional jointly funded resources such as the Police Scotland Campus Liaison Officer, and the Mental Health Liaison Officer both based in Ayrshire College. Ayrshire College is also involved in the Pan-Ayrshire VAW Partnerships. Glasgow Kelvin College has established close partnership working with the North East Health Improvement Team, the North East Locality VAW Partnership, White Ribbon Scotland as well as undertaking joint work with individual partners on those groups.

The regular contact between key staff and students allowed staff to be responsive to GBV issues and concerns which students may have had. In this regard, college staff could take advantage of opportunities to adapt learning programmes or initiate discussions to address issues quickly and directly with students as they arose. Overall, staff were aware of the range of equality, diversity and GBV-related issues affecting their students and this was a key driver of their efforts to implement prevention campaigns prior to 2018.

The Toolkit checklist provided an opportunity for colleges to review their overall approach to GBV prevention. A key finding was their recognition of the need to move from using safeguarding referral processes to address student GBV concerns towards taking a broader strategic approach to bring about system change across the whole campus. All four colleges adopted the recommendation to establish Equally Safe groups, to lead their strategic approach to GBV internally and to consider involving external partners including for example the local VAW sector, NHS and Police Scotland. This process was underway during 2018-2019. Colleges recognised the need and rationale for adopting the definition of GBV used in the Toolkit and in the Scottish Government's Equally Safe documentation. Participants were clear that the need for this broad definition, which highlights the strong links between GBV and women's inequality, closely reflected the reality of their students' lives in and out of college and was fully compatible with the aims of their colleges' Gender Action Plans.

Following the recommendations in the Toolkit, a key priority for the colleges was to undertake policy reviews which would identify and close any policy gaps in relation to GBV. Their aims were to ensure a whole college approach to prevention which included staff and students who may be affected by or responsible for GBV: to incorporate GBV into their existing safeguarding processes and to build on those; to expand these to include the whole campus community and to implement a communication strategy which encouraged disclosure and reporting to identified, trained staff. The response to those reported for GBV-related behaviour included alerts placed on secure, internal safeguarding online platforms and immediate risk assessment. At Glasgow Kelvin College preventative suspension, temporary or permanent exclusion of the reported person from campus is a standard response within their zero tolerance approach. Both colleges implement cross-campus safety planning where necessary and are in close liaison with local police, social work or criminal justice services as required. Ayrshire College was unique among the pilot colleges in having a Campus Police Liaison Officer serving all of its campuses. Both colleges were reviewing their risk assessment procedures and would be assessing the value of the additional Domestic Abuse and Sexual Harassment (DASH) Risk Assessment process included in the Toolkit's 3-Stage GBV Training Programme when that programme is implemented.

The need for a GBV policy and clear response pathways for staff was recognised as a new area for development in GKC and AC. Staff training on GBV was also being planned to support this policy area. This would ensure that a larger number of staff were equipped to deal with GBV reports and disclosures. The Toolkit's 3-Stage GBV Training Programme was being piloted with the support of the RCS ESCU Project working in some cases alongside local VAW agencies. Colleges' pre-existing partnership collaborations with local VAW services such as with local Women's Aid and Rape Crisis Centres continued to provide much needed additional staff training, prevention education and support resources. The extent of the training required for large numbers of staff however was regarded as a challenge. Concerns were raised about the long-term sustainability of implementing such a comprehensive staff training programme using limited internal staff, time and financial resources. It was recognised also that the RCS ESCU Project provided much needed additional training capacity. However, the extended safeguarding response model being implemented by the colleges would create a significant additional demand for multi-level GBV staff training in the medium and longer term.

Existing partnerships and collaborations with their local VAW sectors were recognised as valuable, and provided a clear opportunity for further development and expansion. It was also acknowledged that colleges' local VAW agencies would require additional resources and investment to enable them to meet any future increase in demand from colleges. Meeting the additional demand for staff GBV training from internal and external resources was therefore a challenge for colleges seeking to create and implement an affordable, effective and sustainable training programme. Colleges recognised the importance of implementing the trauma-informed training framework recommended in the Toolkit in their student support hubs and services. At the time of writing, both GKC and AC were working in partnership with their local VAW organisations and with the RCS ESCU project in organising trauma-informed training to those providing front-line support and counselling services to students.

The profile of college students, colleges' community settings, the nature of the curriculum the more frequent contact between staff and student groups provide a unique setting for undertaking GBV prevention education. A great deal of GBV prevention education preceded the publication of the Toolkit and provided firm foundations for its continued development. A range of GBV prevention activities, targeting specific groups of students and staff, were highlighted. Each college is developing its own prevention campaigns, informed by the needs of their students and staff, and by pre-existing community prevention approaches and collaborations.

The evidence of the high prevalence of GBV in the general population is driving the Scottish Government's ambitions for GBV prevention outlined in *Equally Safe*. The high profile of Scottish colleges in their local communities, including their links to local schools, places them in a unique and influential position to help change prevailing attitudes and social norms about GBV in local communities and workplaces. The pilot colleges continue to build on their links to local community planning and VAW Partnerships, to local police, criminal justice and public services, and to the national RCS ESCU and White Ribbon Scotland Projects. Existing local collaborations were showing signs of further development during 2019-2020.

At the time of writing, Glasgow Kelvin College, Ayrshire College and Scotland's Rural College had joined forces with universities and key stakeholders in *Fearless Edinburgh* and *Fearless Glasgow*. These regional collaborations aim to develop and disseminate good practice, to share resources across their local cities and regions and to communicate consistent GBV prevention messages to their staff, students and their wider communities. UHI, a unique partnership of a number of colleges, learning centres and research sites across the Highlands and Islands is uniquely placed to lead a consistent approach to GBV prevention across the largest geographical learning region in Scotland.

A report on GBV in Outcome Agreements 2019-2020 by the SFC outlined how colleges and universities were responding to the GBV requirements outlined in the 2019-2020 Outcome Agreement Guidance. The report found that progress in the college sector was slightly behind that of universities in the development of GBV sections in their OAs with 57% in the process of developing their strategies and implementation plans. Findings from this pilot provide additional detail about progress in the four pilot colleges which supplement the findings of the SFC OA report and may prove useful learning to support the sector to include GBV in their OAs in the longer term. Firstly, the examples from the pilot colleges show that mainstreaming GBV Prevention is a substantial project which requires a range of activity across a number of workstreams affecting policy, response pathways, staff training, support and prevention education. This review shows that the Toolkit provided useful guidance in informing and accelerating the planning process in the first year of the SFC's OA requirements. There is every indication that Year 2 will show more progress in this regard as GBV prevention work becomes more embedded in the mainstream of college planning in the second and subsequent years.

Although partnership working was identified as under-developed in the sector as a whole, the findings in this report show that all of the pilot colleges were establishing or had established partnerships with key internal and external stakeholders to support their planning. Overall, OAs showed support/referral systems were under developed in the college sector as a whole. The findings of this review show that the adaptation of existing safeguarding policies and processes to incorporate GBV was going on independently on all four pilot sites. Building on existing resources in this way was already proving effective. Their experiences of developing this new area of practice could therefore be usefully shared across the sector. Finally, the SFC report emphasised the need for a whole college approach as recommended in the Toolkit, that governance was needed to ensure closer integration of GBV Prevention with college Gender Action Plans and that the wider links between GBV and gender inequality be more clearly articulated. There is also perhaps a need to more closely align and harmonise the outcomes, indicators, processes and scheduling of GAPs, Scottish Funding Council OAs and GBV OAs and Community Planning SOAs to prevent duplicate non-synchronous reporting and the additional burden this may place on already stretched college staff. Use of the national VAW Performance Framework recommended in the Toolkit may prove useful in this regard. The findings of this report show that the pilot colleges fully support the rationale for this and are approaching this work in a holistic way as recommended. However, the findings of this review show that the detailed internal strategic work needed to

realise the colleges' own and the SFC's ambitions to bring about significant social change in relation to such a complex social issue is necessarily time consuming and resource intensive.

21. Concluding remarks

This Rapid Review of ESHE Toolkit pilot projects in four Scottish college settings has found that the Checklist, Guidance and resources have initiated a significant change in the way colleges now approach the issue of GBV on their campuses. Prior to 2018, responses to GBV were managed mainly through statutory safeguarding processes designed to address concerns about those in vulnerable groups, mainly students. By using the Checklist, colleges saw the value of policy review and new policy development and in designing new response pathways and interventions for those in the broader student population and also for staff. A key shift was identified: colleges saw a clear need to move away from providing an individualised response to GBV student referrals, to a strategic institutional response to GBV prevention. The Toolkit's principles, recommendations and resources for implementing a whole campus approach to GBV prevention were considered to be an extremely helpful starting point for leadership and planning. The aim of the whole campus approach is to bring about system change and to mainstream GBV prevention across five interconnected workstreams: strategic planning; policy and response; intervention; prevention; research and data collection.⁴⁵ The findings from this review show that each college had adopted the Toolkit's recommendations and had established an Equally Safe strategic group and that these were at different stages of implementing a new whole campus approach. As with the university sector, the issue of GBV affecting students was an initial priority. The need to include staff in the whole campus response was recognised. The range of internal and external stakeholders involved in planning and mainstreaming GBV prevention strategies also subsequently expanded beyond those in student-related roles and services. The involvement of college staff, their visibility and contact with students and the important roles they play as leaders, first responders, safeguarders, service providers, policy makers, mentors, educators and role models cannot be underestimated. Staff who may also be affected by or be responsible for GBV in the workplace, in community settings or in their private lives were now included and appropriate policy and responses were being planned. Implementing a trauma-informed approach to GBV support and interventions would also ensure that support is provided to staff who are GBV first responders.

The challenge of providing age-appropriate GBV prevention education to students and of ensuring staff receive GBV training sufficient to support their role in implementing these ambitious prevention strategies is substantial. The college curriculum provides many opportunities to respond to GBV issues which may arise in classroom discussion or as a result of particular topics being covered. It is important therefore that staff feel confident and equipped to engage in such discussions and to convey messages and support learning which is compatible with the college's overall approach to prevention. Meeting the challenge of implementing such a significant change strategy across a whole campus is highly resource intensive and is currently stretching colleges' internal capacity. At the time of writing, the coordination of colleges' internal Equally Safe strategy groups and the implementation of their GBV prevention plans lay with managers in Student Services, Equalities and in Learning Engagement. This new area of work was being undertaken alongside existing roles which already carried substantial responsibilities and workloads. The leadership and enthusiasm in championing GBV prevention within these groups of staff were

⁴⁵ See Donaldson, A., and Kossurok, A. (2020), *ESCU Rapid Review IV – A report into the feasibility of undertaking GBV research in Scottish colleges.*

evident but they were clear that as the demands of implementation grew so too did their workload. There is a need therefore for college senior management to recognise that mainstreaming GBV prevention using a whole campus approach requires the allocation of additional staff resources in the longer term.

The commitment, goodwill and expertise of college staff, of local VAW Partnerships and the VAW sector have provided much needed support and collaborations at this early stage of GBV prevention in our colleges. This review shows that there is a growing community of GBV expertise in our colleges with well-established local joint working practices with the VAW sector. This sector is responding to the needs of their local colleges for GBV prevention education, staff training and awareness raising of local support services as these arise. It is essential that local VAW sectors are provided with the resources they need to ensure they meet this emerging demand for their expertise and services from colleges in the longer term. This work should continue but it should be supported, sustained and resourced in the longer term through joint partnership agreements which value the essential role local VAW organisations can play in colleges' long-term prevention work. The ambitions outlined in Equally Safe and the expectations currently placed on the college sector require a sustained national approach to resource allocation and capacity building to support the sector in the longer term. This review has illustrated how deeply embedded colleges' are in their communities and the strong links they have to community leadership, planning, resource allocation and achieving local outcomes. A consistent approach to local resource allocation and capacity building to support colleges is essential. Colleges staff have observed an increase in GBV referrals over the last four years as a result of prevention campaigns and as public awareness of the issue, through for example the international #MeToo movement and the #EmilyTest campaign here in Scotland, has grown. This is likely to continue as prevention activity expands. Concentrating resources on building and sustaining local capacity would allow colleges and their staff to prepare for an increase in referrals and in the uptake of college based and local VAW services. Joint working with the local VAW sector and VAW Partnerships in staff training, prevention education and in coordinating community service responses to GBV is therefore essential.

The evolution of regional approaches is proving significant. These are becoming catalysts for change. They are stimulating new cross-sectoral collaborations and knowledge exchange between the college and university sectors and local external stakeholders, the sharing and dissemination of good practice, and creating a new vehicle for developing and sharing much needed resources. As sizeable communities in themselves, Scotland's colleges and universities are now in a unique position to offer local and national leadership in GBV prevention, in disrupting the conducive contexts and cultures within which gender inequality and all forms of GBV occur thus making a significant contribution to achieving the ambitious long-term aims of Equally Safe.

22. Recommendations

1. Colleges to fully cost the coordination and implementation of their GBV Prevention Strategies over a three-year period and identify any financial and resource shortfall.
2. College allocate the resources required to provide leadership, management and coordination of their GBV prevention implementation plans.
3. GBV Prevention activity in Scotland's colleges should be reflected in future iterations of Equally Safe and the Equally Safe Delivery Plan.
4. The Scottish Government and the Scottish Funding Council allocate financial and/or other resources to support the college sector's capacity to implement their GBV Prevention implementation plans through a matched funding model.
5. Local VAW Partnerships and Community Planning Partnerships ensure college GBV Prevention strategies are incorporated into and compatible with all relevant local strategies and plans.
6. Scottish Government, Scottish Funding Council and Community Planning Partnerships to align and harmonise college GBV reporting requirements, outcomes, indicators, processes and scheduling with the National VAW Performance Framework.
7. College GBV Prevention to be closely integrated and aligned with primary prevention and prevention education planning in local schools and with the university sector.
8. Local VAW Partnerships and the VAW sector should undertake an assessment of the future demands and costs to local VAW services and projects of providing GBV Prevention Education, staff training and support services to members of their local college communities and identify any shortfall.
9. Community Planners and other local strategic partnerships should identify and allocate additional financial or other resources to support linked community/college GBV prevention plans using a matched funding model.
10. The Scottish Government and/or local Community Planning Partnerships should provide additional resources to eliminate the shortfall and support the VAW sector in their support for GBV Prevention strategies in their local college using a matched funding model.
11. The Scottish Government and Scottish Funding Council provide support and allocate resources to facilitate the development of regional approaches to GBV Prevention in colleges and universities.
12. This support should continue to develop regional/area approaches to GBV with other education/training providers, schools, universities and community planning partners. These should build on the good practice examples of Fearless Glasgow, Fearless Edinburgh, the Pan-Ayrshire West of Scotland Group and the unique regional approach coordinated by UHI.
13. College Development Network and SFC support the continued development of Knowledge Exchange and practice development activities through a national ESCU Community of Practice and the KHUB.

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